

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

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FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Hardeeville Jr/Sr High School

District: Jasper County School District

Principal: Dr. Carletha W Youmans

Superintendent: Dr. Delacy W. Sanford

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

The 2007-2008 school year was the first year of operation for the Hardeeville Middle/High School and it serves students in grades 7-12. Hardeeville Middle School serving students in grades 6-8, is the focus of this Focused School Renewal Plan. The students attending Hardeeville Middle School 2008-09 previously attended West Hardeeville Elementary School which served students in grades Pre-K – 8th. The Jasper County School District approved a junior high/senior high configuration beginning with the 2007-2008 school year. The 7-8 grades students from West Hardeeville Elementary were assigned to the Hardeeville Jr/Sr High School in 2007-08 and since, the 6th grade has been added to change the configuration to a middle school in 2008-09. Students from the Hardeeville area in grades 9-12 who previously attended Jasper County High School in Ridgeland, SC., in 2007-08 were rezoned to attend school at the new Hardeeville campus, with the 9th grade becoming apart of the Junior High School. The Hardeeville Jr/Sr High School served students in grades 7-12 for the 2007-2008 school year.

The Hardeeville Jr/Sr High School was recommended for the change to middle school after it was determined that the state recognizes the ninth grade state assessments as a part of the high school report card, and the sixth grade data as a part of the junior high. Although, this is a new school, Hardeeville Jr High School was identified in the 2007-2008 school year as unsatisfactory based on the 2007 state assessment data for West Hardeeville Elementary. The students in grades 7-8 were the focus of the 2007-2008 focused school plan. With the recommendation to change the grade configuration to match the middle grades programs throughout the state, this plan was modified to include grades 6-8 for the 2008-2009 school year.

Acting on the recommendations of the External Review Team the Superintendent petitioned the Jasper County Board of Education to change the configuration of the Hardeeville campus to grades 6-12, thereby creating the Hardeeville Middle/High School program. Sixth grade testing data will be collected from the elementary school. This data will be included in the data to be analyzed during staff development training in August, 2008.

Jasper County is a rural community established in 1912 and located at the southernmost tip of South Carolina. Jasper County experienced a 33.5% growth rate from 1990 to 2000 with a total population of 20,678 residents spread over 600 square miles. Household and per capita incomes grew at a greater rate than the state average in 2000, with Jasper County's median income rising 70% from \$18,071 in 1990 to \$30,727. Although Jasper County made progress in reducing the percentage of people living in poverty, dropping from 25.3% in 1990 to 20.7%, the county still lags behind the state poverty average of 14.1 percent. The 2000 census report also showed that of 7,025 total households, 73% had children under the age of seventeen. Of that seventy-three percent, 28% of the families with children under the age of seventeen are headed by a single parent.

Hardeeville Middle School is projected to serve 259 students in grades six through eight for the 2008-2009 school year. Presently there are 168 students in the seventh and eighth grades. The student population is currently made up of: 59.5% African American; 31.5% Hispanic; and 8.9% Caucasian. The average attendance rate is 96.8%. The number of students classified as disabled is 13.2% and the number of students receiving free or reduced lunch is presently 71% in the middle and high School. The number of students receiving free or reduced lunch is based on the student population in middle and high school. During the 2007-2008 school 71% of our students received free and/or reduced lunch. Currently for the 2008-2009 school year 80% of our students receive free and/or reduced lunch.

DATA Chart 1
Hardeeville Middle/High School
Free/Reduced Lunch Program Data 2007-2008

<u>Total Student Population</u> 468						
<u>Free/Reduced Program -Meal</u>						
	<u>Gender</u>		<u>Ethnicity</u>			
# of Students Free	<u>#M(%)</u>	<u>#F(%)</u>	<u>#B(%)</u>	<u>#W(%)</u>	<u>#H(%)</u>	<u>#O(%)</u>
294 (88%)	146(49)	148(51)	198(67)	21(7)	71(24)	4(1)
# of Students Reduced						
40 (12%)	22(55)	18(45)	23(57)	1(2)	15(37)	1(2)
Total Free and Reduced						
334 (71%)	136	166	221	23	86	5
Total # of Students Not Eligible						
134 (29%)	77(57)	57(42)	79(58)	24(18)	30(22)	1(0)

These figures indicate that 334 students of the 468 students enrolled in both middle and high school received free and reduced lunch. This data reflects that 71 % of the students at Hardeeville Middle/High School received Free or Reduced lunch during the 2007-2008 school year; of that seventy-one percent 88% are free and 12% are reduced. A total of 294 students received free lunch with 146 being male and 148 female which equates to 49% and 51% respectively. Forty students received reduced lunch with 22 being male and 18 female equating to 55% and 45% respectively. Twenty-nine percent of our students are not eligible for free or reduced meals.

DATA Chart 2
Hardeeville Middle/High School
Free/Reduced Lunch Program Data 2008-2009

<u>Total Student Population</u> 591						
<u>Free/Reduced Program -Meal</u>						
	<u>Gender</u>		<u>Ethnicity</u>			
# of Students Free	<u>#M(%)</u>	<u>#F(%)</u>	<u>#B(%)</u>	<u>#W(%)</u>	<u>#H(%)</u>	<u>#O(%)</u>
419 (89)	215 (51)	204 (49)	263 (63)	41 (10)	112 (27)	3 (1)
# of Students Reduced						
51 (11)	25 (49)	26 (51)	25 (49)	7 (14)	18 (35)	1 (2)
Total Free and Reduced						
470 (80%)	240	254	316	72	143	6
# of Students Not Eligible						
118 (20%)	68 (58)	50 (42)	53 (44)	31 (26)	31 (26)	3 (3)

The figures in data Chart 2 indicate that 470 students of the 591 students enrolled for the 2008-2009 school year for both the Middle and High School receive free and/or reduced meals. This data reflects that 80 % of the students at Hardeeville Middle/High School are eligible to receive free or reduced meals; of that eighty percent, 89% are eligible for free and 11% are eligible for reduced meals. Twenty percent of our students currently enrolled are not eligible for free or reduced meals.

DATA Chart 3
PACT RESULTS – PERCENT BASIC OR ABOVE 2005-2007

ELA – All Students				Math – All Students			
Grade	2005	2006	2007	Grade	2005	2006	2007
6	13.6	18.6	15.7	6	17.5	19.7	16
7	57.1	64.8	57.8	7	48.1	52.2	62.7
8	66.3	60	58.7	8	40.7	40.6	31.7

The PACT data over the past three years of assessments in Math and ELA were unsatisfactory. The eighth grade results from 2005-2007 indicate that an average of less than 38% of our students scored at basic or above in Mathematics. The Language Arts scores are better but still unsatisfactory. The average eighth grade score for ELA for the three year span is 54% scoring basic or above. The seventh grade ELA PACT scores are only 5% points higher (59.9%) than the eighth graders who scored basic or above for the three year span. The seventh grade math scores averages for the three years shows 54.2% of our students scored basic or above. The sixth grade ELA PACT scores show an average increase of 2% from 2005 to 2007. The sixth grade Math PACT scores show an increase of .5% from 2005 to 2007.

DATA Chart 4
Math 8th Grade Winter 2008

All Students	#Tested 69	High		Average			Low
Numbers and Operations		9	13%	25	36%	35	51%
Algebra		13	18%	28	41%	28	41%
Geometry		11	16%	27	39%	31	45%
Measurement		6	9%	23	33%	40	58%
Data Analysis & Probability		9	13%	23	33%	37	54%
Average		14%		36%			50%

An analysis of our MAP data indicate that 50% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 4 indicate those areas that we need to focus our instructional efforts.

DATA Chart 5
Reading 8th Grade Winter 2008

All Students	#Tested 67	High		Average		Low	
Literal Comprehension		14	21%	17	25%	36	54%
Interpretive Comprehension		11	16%	16	24%	40	60%
Evaluative Comprehension		13	19%	12	18%	42	63%
Analysis of Text		11	16%	21	31%	35	52%
Average		21%		25%		57%	

An analysis of MAP data indicate that 57% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 5 indicate those areas that we need to focus our instructional efforts.

DATA Chart 6
7th Grade Reading Winter 2008

All Students	# Tested 90	High		Average		Low	
Literal Comprehension		15	17%	30	33%	29	32%
Interpretive Comprehension		16	18%	24	27%	54	60%
Evaluative Comprehension		15	17%	28	31%	38	42%
Analysis of Text		23	26%	22	24%	49	54%
Average		20%		29%		47%	

An analysis of MAP scores indicate that 47% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 6 indicate those areas that we need to focus our instructional efforts.

DATA Chart 7
7th Grade Math Winter 2008

All Students	# Tested 91	High		Average		Low	
Numbers and Operations		9	10%	29	32%	51	56%
Algebra		15	16%	32	35%	40	44%
Geometry		22	24%	25	27%	45	49%
Measurement		13	14%	30	33%	46	51%
Data Analysis & Probability		20	22%	21	23%	49	54%
Average		17%		30%		51%	

An analysis of MAP scores indicate that 51% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 7 indicate those areas that we need to focus our instructional efforts.

DATA Chart 8
6TH GRADE Reading Winter 2008

All Students	#Tested 83	High		Average		Low	
Literal Comprehension		13	15%	17	20 %	54	64.3%
Interpretive Comprehension		11	13%	18	21%	54	65.5 %
Evaluative Comprehension		16	19%	16	19%	52	62 %
Analysis of Text		10	12%	17	20%	57	68 %
Average		14.75 %		20.5 %		64.95 %	

An analysis of MAP scores indicate that 64.95% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 8 indicate those areas that we need to focus our instructional efforts.

Data Chart 9
Math 6th Grade Winter 2008

All Students	#Tested 91	High		Average		Low	
Numbers and Operations		9	10%	29	32%	51	56%
Algebra		15	16%	32	35%	40	44%
Geometry		22	24%	25	27%	45	49%
Measurement		13	14%	30	33%	46	51%
Data Analysis & Probability		20	22%	21	23%	49	54%
Average		17%		30%		51%	

An analysis of MAP scores indicate that 51% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 9 indicate those areas that we need to focus our instructional efforts.

The middle school is currently staffed with nineteen Highly Qualified teachers, one Instructional Coach (who serves both the middle and high school), and six special education paraprofessional to achieve the anticipated goals and objectives. Three of the certified teachers are international teachers. While the International teachers are highly qualified they will require additional staff development in the areas of classroom management. All positions in the middle school are filled with highly qualified teachers.

The 2007-2008 school year was the first year for uniforms and single-gender classes in the Jasper County School district for grades 7-9. For the 2008-2009 SY sixth grade students will also be assigned to single gender classes.

A review of student data indicated a large number of students scored within five points of their MAP range on the 2008 Winter MAP test administration. It was concluded by the grade-level teams that with additional support many of these students will show measurable improvements. The teachers identified those students that were within a few points advancing from one level to the next for focused instruction. With the 2007-2008 school year being the second for implementation of the Anderson 5 curriculum, we anticipate teachers being better trained in the use of the curriculum and the prescribed materials for the 2008-2009 school year.

Goals and strategies were developed through collaboration with the 6th, 7th and 8th grade teachers, the instructional coach, the technology coach, the Data Analysis team, the school's Leadership Team, and the ERT liaison. Goals were developed based on projected achievement as reflected by the Absolute Rating calculator. The district level ERT committee facilitated the development of the District Administrator's Instructional Leadership goals.

School Timeline

The below timeline features a schedule of activities that are expected to facilitate a "Good Report Card" for the 2008-2009 school year.

June

Staffing of Highly Qualified teachers – The Principal and the Human Resource Department will staff quality teachers in key positions.

August

Staff Professional Development Making Middle Schools Work-The principal and Leadership Team will conduct small group discussions. Groups will then use school data to create instructional plans and maps.

Leadership Retreat – The Principal and Leadership Team will review previous years successes and areas of weakness to prepare for the new school year and the implementation of the FSRP. What really happened here-provide documentation of this occurring

Staff Professional Development- Anderson 5 update training when will this actually occur?

Weekly Team/Professional Development Meetings (Ongoing throughout the year)-Wednesdays in the afternoon-during planning

September

Student – teacher conferences – Teachers will begin regular conferences with students using their Academic Goal sheets for notes and documentation.

Fantastic Five – Daily skill and drill activities will be scheduled into Math and ELA classes to improve basic skills.

Weekly PACT-like assessments – Teachers will use PACT-like assessments, from the Anderson 5 curriculum, state website, and teacher created assessments, as components of weekly tests. (Monthly)

Reading and writing across the curriculum – Teachers will be presented resources to help facilitate reading and writing skills in all content areas. Ex. Sample Rubrics and Best Practices (Monthly)

Training in Classroom Management and Time-On-Task instruction – Protecting and utilizing all instructional time. (On-going)

Classroom Observations Begin – Instructional leaders will begin classroom observations and provide feedback to classroom teachers (On-going)

NWEA TRAINING – *Descartes, Dynamic Reports*, and other data analysis training after each MAP administration will begin. (On-going)

Literacy Club – The club will promote reading and utilize the AR (Accelerated Reader) system of reporting point value to increase student reading. (On-going)

MAP administration #1

Family Fun Day – Begin planning implementation

After-school tutorial begins (Sept.- April) – The After-school tutorial sessions for students requiring additional assistance will begin.

October

Parent Academic Night (Include explanation in “rationale”)

Weekly PACT-like assessments will continue.(On-going)

November

On-going professional development – Conducted on-site

After-school tutorial – The After-school tutorial sessions for students requiring additional assistance.

Weekly PACT-like assessments will continue

Benchmark Test administration #1

December

On-going professional development - Conducted on-site

Parent Academic Night

After-school tutorial –The After-school tutorial sessions for students requiring additional assistance.

Weekly PACT-like assessments will continue.

January

On-going professional development

After-school tutorial – The After-school tutorial sessions for students requiring additional assistance.

Weekly PACT-like assessments will continue.

February

MAP administration #2

After-school tutorial – The After-school tutorial sessions for students requiring additional assistance.

NWEA Training - Facilitated by district staff to organize and utilize data obtained.

Parent Academic Night

Family Fun Day

Benchmark administration #2

March

ELDA testing – Specific to ESOL students

April

Benchmark administration #3

May

PACT administration

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 70% of 6th-8th grade students at Hardeeville Middle School will meet their target growth in Reading and Math as measured by Fall 2008 – Spring 2009 MAP.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Student and teacher conferences will be held weekly to discuss student academic goals and weekly progress in reading and math.	Middle grade teachers, Ms. O'Neal, Mr. Pierce, Dr. Youmans	September 2008	Individual student goal sheets signed by teacher and student will be submitted weekly to Ms. O'Neal (Instructional Coach). Information gained from weekly student conferences will be used to focus and differentiate instruction. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly student conferences in adjusting instructional strategies.
Implement the Fantastic Five (math) and Super Seven (ELA) to provide daily review in reading, ELA and math. Daily use of Fantastic Five and Super Seven reinforce academic skills.	Teachers Team Leaders Asst Principal, Pierce, Ms. O'Neal, Dr. Youmans	September 2008	Short daily drill and skill activities will be scheduled into teacher's daily instructional schedule. The Instructional Coach during weekly team meetings will identify the targeted strand for the week. Documentation will be reviewed by Team Leaders, Ms. O'Neal and submitted to Ms. O'Neal. Teachers will use Fantastic Five and Super Seven daily to address deficiencies identified through the analysis of MAP data. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly student conferences in adjusting instructional strategies.
Implement the use of weekly PACT like assessments in reading and math.	Principal Teachers/Instructor Instructional Coach(Ms.	September 2008	Students' weekly assessments will be administered in the form of PACT-like assessments to create uniform application of testing. Teachers will use the state

	O'Neal), Dr. Youmans		website to locate standards based test items in math and ELA. (Weekly review of assessments, Ms. O'Neal) Teachers and administrators will analyze the data from the PACT-like assessments weekly to guide instruction. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly student conferences in adjusting instructional strategies.
We will implement a student incentive program (Cane Bucks Program) to promote positive student behavior to reduce student absences, classroom disruptions, and to increase time on tasks.	Principal Teachers Data Clerk/Heyward Technology Coach, Rhett	September, 2008	Students can be awarded Cane Bucks on a daily basis, which can be used to purchase items from the Cane Bucks incentive store and other school activities. SASI will be used to produce weekly reports to monitor student attendance and discipline referrals. The data will be used along with weekly administrative monitoring to improve time on task. The criteria is currently being modified for awarding the Cane Bucks.
Focused Intervention will be provided for students identified by PACT scores as basic and below in reading and math using small groups instruction.	Principal Teachers After School Director/King-Johnson, Inst. Coach/O'Neal Technology Coach/Rhett /Sun City volunteers	October 2008	Students are grouped by RIT band scores utilizing strategies such as small group instruction, Study Island (Math and ELA), Larson's Math, Hands-on-Math, OpenBook (ELA), and SRA. Computer generated reports and weekly assessments will be provided to the department heads and team leaders to adjust instruction. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly assessments.
Implement an After School Program and Saturday School Program to provide additional instruction on identified strands from MAP (Winter 2008) in reading and math.	Principal Teachers After school Director/King-Johnson Instructional Coach/O'Neal Data Team	October 2008	Students identified as basic and below are provided additional instruction in reading and math based on current PACT and MAP data. The instruction in the After School Program and Saturday School Program is based on the identified strand of the week. Teachers will maintain progress data for on-going assessment and evaluation of program success. Teachers will develop weekly lesson plans for after school based on test data. Lesson Plans will be submitted weekly to Ms. King-Johnson and Ms. O'Neal for review and monitoring.
Establish a Literary Club to promote life-long reading.	Media Specialist /Mrs. Shipman, HR teachers,	September 2008	Teachers will assist students in establishing AR goals and teachers will set class goals. These students will be allowed to participate in the student incentive program

	Club Advisors, Ms. O'Neal		based on their levels of success in the AR program. Student progress in the AR program will be analyzed bi-weekly to determine goal progress. AR computer generated reports will be provided to department heads, team leaders and the Ms. O'Neal by Mrs. Shipman as we monitor student progress and adjust instruction, Media Specialist/ Mrs. Shipman.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By APRIL 1, 2009, 80% of 6th-8th grade students at Hardeeville Middle School will score 80 or better on Fall 2008 and Winter 2009 on the Anderson 5 State Approved curriculum Benchmark Tests in Social Studies.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Focused Intervention will be provided for students identified by PACT scores as basic and below in social studies using small groups instruction.</p>	<p>Principal Teachers Instructional Coach/O'Neal Data Team</p>	<p>August 2008</p>	<p>Students are grouped by RIT band scores utilizing strategies such as small group instruction, read aloud, OpenBook, project-based assessments, and AR (using social studies content). At least two of these indicators will be used on a daily as reflected in weekly lesson plans. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly assessments and monitoring.</p>
<p>Provide assistance for students through inclusion for special needs students and Highly Qualified instructional assistance in the regular classroom.</p>	<p>Principal Instructional Coach/O'Neal</p>	<p>September 2008</p>	<p>We will use a cadre of highly qualified teacher mentors and volunteers to assist teachers bi-weekly who serve a high percentage of basic and below students. This is evidenced by volunteers' sign-in notebook, and classroom observations will determine the effectiveness of these persons in the instructional program. Instructional Coach will maintain volunteer's schedules and the sign-in notebook in administrative office.</p>
<p>Implement the use of weekly PACT like assessments in social studies.</p>	<p>Principal Teachers/Instruc tional Coach(Ms. O'Neal)</p>	<p>September 2008</p>	<p>Students' weekly assessments will be administered in the form of PACT-like assessments to create uniform application of testing. Teachers will use the state website to locate standards based test items in social studies. (Weekly review of assessments, Ms. O'Neal) Teachers and administrators will analyze the data from the PACT-like assessments weekly to guide instruction.</p>

			Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will serve as documentation from weekly student conferences in adjusting instructional strategies.
Implement reading and writing across the curriculum into instruction. Using appropriate rubrics for writing assessments.	Principal Asst Principal/ Pierce Teachers Instructional Coach/O'Neal	September 2008	Using Writing Rubrics training will be conducted for all teachers. Lesson Plans will be checked weekly to insure reading and writing is included in weekly instruction. Training Agendas will be maintained by the Instructional Coach, Ms. O'Neal. Lesson Plans will be maintained by Asst Principal, Mr. Pierce.
We will implement a student incentive program (Cane Bucks Program) to promote positive student behavior to reduce student absences, classroom disruptions, and to increase time on tasks.	Principal Teachers Data Clerk /Heyward Technology Coach, Rhett	September, 2008	Students can be awarded Cane Bucks on a daily basis, which can be used to purchase items from the Cane Bucks incentive store and other school activities. SASI will be used to produce weekly reports to monitor student attendance and discipline referrals. The data will be used along with weekly administrative monitoring to improve time on task. The criteria is currently being modified for awarding the Cane Bucks.
Implement an After School Program and Saturday School Program to provide additional instruction on identified strands from MAP (Winter 2008) in social studies.	Principal Teachers After school Director/King- Johnson Instructional Coach/O'Neal Data Team	October 2008	Students identified as basic and below are provided additional instruction in social studies based on current PACT and MAP data. The instruction in the After School Program and Saturday School Program is based on the identified strand of the week. Teachers will maintain progress data for on-going assessment and evaluation of program success. Teachers will develop weekly lesson plans for after school based on test data. Lesson Plans will be submitted weekly to Ms. King-Johnson and Ms. O'Neal for review and monitoring.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, at least 50% of our students will score basic or above in Word Study and Analysis and Analysis of Text as assessed by PACT/MAP correlation on the Fall 2008 to Spring 2009 MAP tests.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Below basic students will be scheduled into an English remediation class based on MAP and PACT data. In addition to the regular ELA grade level course. (One elective class period will be taken for reading remediation.)	Principal Asst Principal/ Pierce Teachers Team Leader Counselor/James	August, 2008	Students will be selected based on MAP and PACT data. Those who scored below basic will be scheduled into a second English class for remediation in place of a second elective course. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly lesson plan analysis in adjusting instructional strategies.
All instructional staff will be trained in the utilization of Best Practices for Effective Instruction in Reading. <ul style="list-style-type: none"> • Word Walls • Guided Reading • Rubrics • Writing • Bloom's Taxonomy • Rigor and Relevance 	Principal Asst Principal/ Pierce Teachers Instructional Coach/O'Neal		<ul style="list-style-type: none"> • Basic instructional tools will be presented to all teachers for general practice in lesson delivery. • Lesson plans will be monitored weekly for rigor, relevance, level of questioning and strategies of differentiation.(Instructional Coach) • Weekly feedback will be provided on the analysis of lesson plans, and implementation of strategies through administrative monitoring.
StudyIsland – a web based PACT preparation program will be used targeting the reading and word analysis standards.			StudyIsland weekly progress reports will be printed and maintained for documentation in the classroom. Copies will be generated and maintained by the instructional coach.
Provide training for all teachers to ensure that they have the ability to access reports	Instructional Coach, Teachers,		<ul style="list-style-type: none"> • Teachers will be required to access data on a continuous basis and it is the expectation of the

from NWEA.	Counselors, Principal		<p>Leadership team that data be used weekly to guide instructional decisions.</p> <ul style="list-style-type: none"> • Agendas and minutes from team meetings, departmental meetings and Leadership team meetings will serve as documentation of the use of data weekly.(Team leaders, Department Heads). • Administrative weekly monitoring will observed the impact of data use in instructional decision making.(Principal)
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

Focused Instructional Leadership Goal 1: By October, 2008 the school Leadership Data Team will conduct five work sessions for all teachers on the disaggregation of MAP, PACT, and ELDA data to improve instructional strategies through the use of data.

By April 1, 2009, 70% of 6th-8th grade students at Hardeeville Middle School will meet their target growth in Reading and Math as measured by Fall 2008 – Spring 2009 MAP.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Data analysis training for staff and leadership team.	Principal Asst. Principal Instructional Coach Teachers	August, 2008	<ul style="list-style-type: none">• Training in the use of data will be provided by school Leadership Data Team throughout the school year. The staff development calendar will forecast monthly training schedules.(Instructional Coach). Teachers will use this training in their weekly meetings in making instructional decisions. Data analysis will be reflected in lesson plans in the way of differentiation of instruction.• Weekly monitoring and feedback will validate the differentiation of instruction in lesson plan.(Administration).• Administrative weekly monitoring will observed the impact of data use in instructional decision making.(Administration)
Utilizing data to improve instruction.	Principal Asst. Principal Instructional Coach Teachers	August, 2008	<ul style="list-style-type: none">• Teachers will be required to access data on a continuous basis and it is the expectation of the Leadership team that data be used weekly to guide instructional decisions.

			<ul style="list-style-type: none"> Agendas and minutes from team meetings, departmental meetings and Leadership team meetings will serve as documentation of the use of data weekly.(Team leaders, Department Heads). Administrative weekly monitoring will observed the impact of data use in instructional decision making.(Principal)
NWEA Training after each MAP administration to explain results and ensure utilization of resources available with this process.	Instructional Coach/O'Neal and District Personnel	September 2008	<ul style="list-style-type: none"> Teachers will be required to access data on a continuous basis and it is the expectation of the Leadership team that data be used weekly to guide instructional decisions. Agendas and minutes from team meetings, departmental meetings and Leadership team meetings will serve as documentation of the use of data weekly.(Team leaders, Department Heads). Administrative weekly monitoring will observed the impact of data use in instructional decision making.(Principal)
Training in utilization of Best Practices for effective instruction. <ul style="list-style-type: none"> Word walls Rubrics Guided reading Writing Blooms Taxonomy Rigor and Relevance 	Principal Instructional Coach/O'Neal	September 2008	<ul style="list-style-type: none"> Basic instructional tools will be presented to all teachers for general practice in lesson delivery. Lesson plans will be monitored weekly for rigor, relevance, level of questioning and strategies of differentiation.(Instructional Coach) Weekly feedback will be provided on the analysis of lesson plans, and implementation of strategies through administrative monitoring.

FOCUSED SCHOOL RENEWAL PLAN

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, we will effectively implement three strategies from Making Middle Grades Work as measured by the attainment of student achievement goal one.

By April 1, 2009, 70% of 6th-8th grade students at Hardeeville Middle School will meet their target growth in Reading and Math as measured by Fall 2008 – Spring 2009 MAP.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Utilization of Best Practices to improve instruction.	Principal Asst. Principal Instructional Coach	August, 2008	<ul style="list-style-type: none"> Basic instructional tools will be presented to all teachers for general practice in lesson delivery. Lesson plans will be monitored weekly for rigor, relevance, level of questioning and strategies of differentiation.(Instructional Coach) Weekly feedback will be provided on the analysis of lesson plans, and implementation of strategies through administrative monitoring.
Maintain high expectation for staff and students. (i.e. The Power of "I").	Principal Counselor Teachers	August, 2008	<ul style="list-style-type: none"> Failure is not an option when everyone is expected to succeed. Weekly assessments and quarterly grade distributions will be used to identify students who are failing and need instructional intervention. (Counselors/Teachers)
Defining four flexible tracks. Develop and publish a comprehensive program of study.	Principal Instructional Coach Counselor Teachers	August, 2008	<ul style="list-style-type: none"> A comprehensive program of study provides a clear picture of expected achievements for parents and students. Teacher, parent and student input to all stakeholders. Monthly feedback and updates will be provided by the program committee team. Publish calendar of events.

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009 Jasper County School District will show a 20% increase in the number of teachers who are HQ district-wide, per the HQ Teacher Status Report in SASI/PCS, currently we have 49% of our teachers that are Highly Qualified.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Monitor the certification requirements for teachers teaching in K-12 classrooms.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08 –	This indicator will ensure that ONLY HQ teachers are placed in each school. District procedures for the interviewing of applicants, and procedures for hiring clarified will be sent to and signed by building level administrators. Evidence: <ul style="list-style-type: none"> • Quarterly PCS Queries for HQ teachers in each school (Evidence will be collected by the Director of Personnel.)
2. Explore the procedures and timeline for reciprocity with other states. Clarify the process for all new applicants and ensure that they understand their responsibilities in the process	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08 –	Monitoring this process will ensure that reciprocity does exist between teacher’s from other states and SCDE. Teacher for whom reciprocity does not will be led to take the appropriate certification exams. District procedures for completing the reciprocity process with be developed, signatures will be needed for all stakeholders involved, teachers building level administrators, Superintendent, and director of personnel. Evidence: <ul style="list-style-type: none"> • By Mid-semester of the 08-09 school YR procedures will be in place with the signatures of all stakeholders
3. Develop a timeline and calendar for the recruitment of HQ teachers.	Director of Personnel, Rebecca Cooper Superintendent,	07/1/08 –	This indicator will ensure that the district is actively seeking HQ teachers for any vacancies that exist after school has already begun. Evidence:

	Dr. Delacy Sanford		<ul style="list-style-type: none"> July 08- A timeline for recruitment will be developed for the remaining openings Monthly recruitment activities will ensue until all positions have been filled with HQ teachers. Timeline and calendar on file. (Evidence will be collected by the Director of Personnel.)
4. Continue to implement incentives to attract new teachers to the county. i.e. providing new comers with available housing information, Implementing the Community Buddy programs (this programs facilitates the building of relations between community leaders and new faculty and staff members) Stress the benefits of being an HQ teachers, and explain the draw backs of not being HQ (SUB PAY)	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08 –	<p>Incentives foster the retention of HQ teachers, as well as encourage them to sign a contract with the district. Connecting them to the community gives them a feeling of belonging. Evidence:</p> <ul style="list-style-type: none"> Monthly will be collected according to the community buddies calendar: Agendas of planning sessions, newspaper articles of Community Buddy Events, Logs of assigned buddies and their interactions with new comers. Teacher flyer about what it means to be HQ in SC. (Evidence will be collected by the Director of Personnel.)
5. Implement the CERRA Teacher mentor program supported by the SCDE. Provide ongoing professional development the best of the best from each school to become teacher mentors.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08 –	<p>All research indicates that Mentoring provides support for new employers to a school district. All teachers receiving this support will enable the district to retain its HQ teachers instead of losing them to neighboring district. Partnering with CERRA ensures that our HQ teachers are receiving mentorship from HQ Mentors.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Beginning of the school year List of mentors trained and certified by CERRA. By October of the 08-09 SY a list of mentors who are actually mentoring new teachers who are HQ will be developed. <p>(Evidence will be collected by the Director of Personnel.)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

By April 1, 2009 the district will ensure that:

Focused Student Achievement Goal 1:

By April 1, 2009, 70% of 6th-8th grade students at Hardeeville Middle School will meet their target growth in Reading and Math as measured by Fall 2008 – Spring 2009 MAP.

Focused Student Achievement Goal 2:

By APRIL 1, 2009, 80% of 6th-8th grade students at Hardeeville Middle School will score 80 or better on Fall 2008 and Winter 2009 on the Anderson 5 State Approved curriculum Benchmark Tests in Social Studies.

Focused Student Achievement Goal 3:

By April 1, 2009, at least 50% of our students will score basic or above in Word Study and Analysis and Analysis of Text as assessed by PACT/MAP correlation on the Fall 2008 to Spring 2009 MAP tests.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Each building level administrators will conduct classroom visits to ensure that the adopted curriculum is being implemented.	Building Level Administrators, Principals/ Assistant Principals Deputy Superintendent	07/1/08 –	This indicator will direct administrators with reference to their weekly responsibilities. Evidence: <ul style="list-style-type: none"> Monthly Observation log s indicating the 5 weekly classroom visits are completed JCSD Observation Form copies. Evidence of conference notes and other follow up support items based on staff needs. (Deputy Superintendent will collect this data.)
Provide ongoing professional development for building level administrators in the following areas: <ul style="list-style-type: none"> implementation of the adopted curriculum, and the specific instructional strategies that they should observe in K-12 	Deputy Superintendent, Dr. Al Arbee/ Professional Development Coordinator/ Ms.	07/1/08 –	This indicator will provide building level administrators with the back ground knowledge of the adopted curriculum, and secondary curriculum that they will be observing in the classrooms. It will apprise them of the appropriate SC Standards based instructional strategies that they should be observing in the classrooms.

<p>classrooms</p> <ul style="list-style-type: none"> ▪ Utilization of data to improve instruction ▪ Monthly reviews of the observation documents submitted by the principals. Feedback will be provided to the principals based on their observation documents. 	Tigner		<p>Evidence:</p> <ul style="list-style-type: none"> • Monthly Sign in sheets, • Monthly surveys of professional development, • Weekly observation logs of teachers with specific strategies noted. <p>(Deputy Superintendent will collect this data.)</p>
<p>Building level administrators will conduct monthly Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be sent to the Deputy Superintendent.</p>	<p>Principals/Assistant Principals, Deputy Superintendent, Dr. Al Arbee/ Testing Coordinator, Joyce Gerald Professional Development Coordinator/ M. Tigner</p>	07/1/08 –	<p>This indicator will provide structure for the building of data teams at each school. It will also foster power the “Driving” of instructional practices with data. (Individual teachers audit forms completed, data folders, showing the assessment used by the teachers.</p> <p>Evidence:</p> <p>Monthly Individual teachers audit forms completed, Data folders, showing the assessment used by the teachers.</p> <p>(Deputy Superintendent and DTC will collect this evidence)</p>
<p>Provide ongoing professional development in the interpretation of assessment data to drive instruction: i.e. MAP, Descartes, Dynamic Reporting Suites, and Adopted Curriculum Benchmarks for Science and Social Studies, portfolio assessment, authentic assessment, to building level administrators and teachers.</p>	<p>Deputy Superintendent/ Dr. Al Arbee, DTC/Joyce Gerald</p>	07/1/08 –	<p>This indicator will enable the district to gather and analyze data, and show building level administrators and classroom teachers how to gather and analyze data to foster student improvement. Best practices research indicated that data driven instructional practices foster student achievement. Through Adopted Curriculum training teachers will develop practices that are standards driven.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Fall, Winter, and Spring Student Target RIT Goals sheets, Monthly PD Logs, • Differentiation strategies cited on weekly Lesson Plans, • Fall, Winter, and Spring Differentiation charts by RIT groups per class, <p>(The DTS & Adopted Curriculum Contact will collect the documentation for this indicator.)</p>
<p>Conduct monthly Data audits to ensure that teachers are using data to power classroom instruction.</p>	<p>Deputy Superintendent/ Dr. Al Arbee, DTC/Joyce Gerald</p>	07/1/08 –	<p>Research shows that classroom instruction that is powered by data fosters student achievement. This audit will ensure that the professional development given to teachers is being used to improve student achievement.</p> <p>Evidence:</p> <p>Monthly Individual teachers audit forms completed, Data folders, showing the assessment used by the teachers.</p>

			(The DTC will collect the documentation for this indicator.)
Provide ongoing professional development for content areas teachers/ESOL/special populations in the implementation of the adopted curriculum.	Deputy Superintendent/ Dr. Al Arbee, DTC/Joyce Gerald/ M. Tigner	07/1/08 –	<p>This indicator will meet the special population goal in the strategic plan. These students significantly impacts AYP for each school. Providing the building level teams with unpacking the standards strategies will empower teachers to teach more effectively, thus improving student achievement.</p> <p>Evidence: Monthly professional development logs, Monthly PD Survey & reflections interviews Copies of Lesson plans indicating the use of the strategies (Professional Development Coordinator will collect this evidence.)</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Using Data to Improve Instruction - Book Study – An identified area of need at Hardeeville Middle/High is student achievement. To that end a book study on how to effectively analyze and use data to improve student achievement will be one strategy.

Teacher made - Mini PACT-Like Assessments – These are very short assessments which will be given on bi-monthly to determine how 6th -8th grade students are performing on standards. The data from these assessments will be used to guide instruction.

BEST PRACTICES TRAINING– Research based on-going professional development for all teachers. This training will help teachers learn new effective strategies and refresh those strategies that are already apart of their skills bank.

After-school Tutorial - Will be provided for skill deficient students as identified by MAP data. Students will receive additional instruction based on their areas of need. The tutorial schedule will be developed based on teacher recommendations and student data analysis.

Measurement of Academic Progress (MAP) – academic skills assessment instrument

StudyIsland.com – Web based individualized instruction based on SC state standards in Math and Language Arts for 6th -8th grades.